

# *The Stout Institute Alumnus*

*A publication issued quarterly by the  
Alumni Association of The Stout Institute*

---

Volume II

April, 1927

Number 2

---

## *Curriculum Building*

by Roy R. Van Duzee

---

## *Education in Bank Work*

by Nellie W. Farnsworth

---

## *The Teacher Turnover at Stout* (A Candid Explanation of Recent Events)

---

## *Travel Features*

---

## *News of the Locals*

---

---

*Published at The Stout Institute*

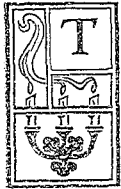
*Menomonie, Wisconsin*

Entered as second-class matter June 19, 1926, at the post office  
at Menomonie, Wis., under the act of August 24, 1912

---

# ANNOUNCEMENT

\*\*\*\*\*



HIS announcement is made with the definite knowledge that it will be read by Stout Alumni. It is written for you.

Thousands of students graduated from the two-year course at the Stout Institute. In the earlier years of vocational and industrial education that was enough because it was all that was required.

Surely in this specialized field of work no other school presents the opportunities for advanced work that Stout does, and no other school is more highly esteemed by employers. The Stout market is nation wide. This year the appointment secretary will be asked to recommend three candidates for each graduate available. It is a good time to re-enter and complete work.

Here are a few quotations gleaned from letters written by superintendents to the President:

"We have always found the Stout Institute just a little ahead of the times in preparing teachers."

"Stout has always been regarded by us as a leader along right lines of industrial training."

"I have been almost universally more than pleased with the nature of the work done by the teachers employed from your institution."

A hundred more letters carry the same thought in many different expressions.

The Stout Institute is in better condition today, and is capable of doing a better job in teacher training today, than at any time in the history of the school.

Keep these facts in mind in planning further work, or in recommending a school to your students or friends.

**YOUR ALMA MATER**

# Curriculum Building in the West Allis Public Schools

\*\*\*\*\*

By Roy R. Van Duzee, Supervisor of Industrial Arts

RECENT changes regarding the mode of living have given rise to a questionable attitude on the part of educators and others as to the effectiveness of the present means of education. To meet the needs of individuals, answers to such questions as follow are sought by school people: What subjects should be included in the curriculum and what should be the basis of selections; in what grades should a subject be taught; should it be required or elective; what provision should be made for individual differences; what methods should be used in instruction; where should specialization begin; what are the objectives of courses and what should the students have learned at a given stage in the process of education? The solving of these problems and many others means a curriculum study with administrative and teaching adjustments.

## Curriculum Revision Project Launched

Supt. T. J. Jones first considered the matter of curriculum revision while working with Prof. Bobbitt of Chicago University on a building program for West Allis in 1924. Dr. Bobbitt had conducted the Los Angeles curriculum work in 1923. An arrangement was later made with the University of Wisconsin School of Education through Dr. Henmon, then Dean, to co-operate with the West Allis schools in a curriculum project and a committee plan suggested by Prof. Barr was adopted.

Supt. Jones requested Mr. H. S. Nash, Director of Educational Measurements, to act as General Chairman of the project. The various Committees were next selected by the Superintendent and General Chairman. Eighteen subject committees covering all subjects offered were named. Each teacher in the system was assigned to one or more committees and the selections were so made that the work of the various committees might be co-ordinated. Supervisors, principals, department heads and others best qualified to direct the work headed up the groups. The subject committees were called vertical groups, while the X, Y, Z, and A, B, C, committees were designated horizontal committees. The plan of organization is shown on the following page.

## Curriculum Construction

Superintendent      Gen. Chairman      Curriculum Specialists  
 T. J. Jones      H. B. Nash      V. A. C. Henmon, A. S. Barr  
 Dir. School of Ed. U. Wis.      Prof. of Ed. U. Wis.

## Committee Organization

Chairman Sub- ject Groups	Depart- ment head	Depart- ment Head	Depart- ment Head	Super- visor	Super- visor
Senior H. S. X Principal H. S.	Teacher	Teacher	Teacher	Teacher	Teacher
Junior H; S. Y Principal	Teacher				
Intermediate Grades Z Ele. School Principal	Teacher				
Primary Grades A Ele. School Principal	Teacher				
Kindergarten Pr. B Teacher	Teacher				
Kindergarten C Teacher					

The teachers welcomed the opportunity of working under the committee plan to carry out this task. This means a course of study building is valuable, in that it acquaints all teachers with school problems and subject aims, and broadens teachers' conceptions of the work of all departments. One of the greatest benefits to the school is the added interest taken by teachers in carrying out the courses of study, when they have had an active part in moulding them.

Preceding the work of the committees and carrying along with it, a series of lectures were presented by experts secured by the Board of Education. Professor Barr gave a series of ten lectures covering the general considerations in course of study building. Some of the topics discussed were: Aims of Education, new social conditions, types of school organization, methods of selecting school sub-

jects, the selection and organization of subject content material, objectives and outcomes with regard to various levels of schooling, activities, methods and standards, provided for individual differences and testing results.

## Series of Lectures by Specialists Follows

These lectures dealing with the broader aspects of curriculum study were followed by a second series of discussions by Dr. Franklin Bobbitt, Dr. Thomas Gosling, Dr. W. J. Osborn, Prof. H. T. Giles, Miss Louise M. Alder, Dr. W. W. Theissen, Dr. Alfred L. Hallquest, Dr. A. H. Edgerton and Dr. V. A. C. Henmon, each of whom delivered a lecture on a special phase of the work such as pupil interest, testing, guidance and special Education. The West Allis Public library, The Board of Education and the Teachers' Association placed at the disposal of the teachers a large amount of reference material including professional books, surveys, studies, tests, and courses of studies.

It would seem from the foregoing that the teachers were spending most of their time listening to lectures. However, work began at once and paralleled the lectures. Reference to the work of the Industrial Arts Committee will illustrate the procedure followed in the writing of a Course of Study. This Committee first formulated a set of general objectives or aims for the Industrial Arts offerings in the schools. These objectives were submitted to the Senior High School (X) Committee and the Junior High School (Y) Committee for approval and then were presented to the directing committee, consisting of the chairman of the Vertical and Horizontal Committees. All work done by subject committees went through this routine.

## INDUSTRIAL ARTS

## General Objectives

## I. Health

1. To offer a program of education which will contribute to the safety and physical well-being of men and women in all classes of legitimate occupations.
2. To aid in the development of muscular coordination.

## II. Vocational

1. To inculcate a general industrial intelligence and efficiency.
2. To provide a basis for vocational guidance and training.
3. To develop habits, attitudes, aptitudes and practical skill giving such technical knowledge as is pertinent to the activity.
4. To develop some degree of skill in manipulative trade processes and teach related and technical information as a basis for advanced rating in industry for those who elect to specialize in industrial arts work.
5. To vitalize the fundamental subjects through their application and use in projects done by students in the shops.

cluding materials, operations, procedure, sketches, tools, etc.

4. Outcomes.

a. Statement as to outcomes expected for skills, knowledges, and attitudes.

b. Rating satisfactory on standard tests—List tests to be given.

5. Unit references by pages.

(Note: Each unit of content written up according to the outline for Unit I.)

### Is a Slow but Valuable Process

The next step was the working out of grade objectives for the various courses. These were written in Junior High School and Senior High School Subject Committees and later approved by the Industrial Arts Subject Committee. The hard work of analysis, selection, and arrangement of subject matter then began. The writing up of a detailed course of study, well arranged in instructional units was found to be a hard task. No matter how well written the course is improved by experimental use. This is the next step. Several Courses of Study have gone through this stage and either have been or are ready for final approval by the Board of Education.

While the teacher committee method of course of study building is a slow and difficult undertaking, which requires a careful editing of the material, the advantages of a broadened view point, an understanding of subject relationships, a knowledge of content and a keen interest in the material on the part of the teacher, result in improved instruction and in several ways repay many times over for the effort put forth.

\*\*\*\*\*

Nerinne Issacson, Class of 1926, is demonstrating the making of ice cream at Racine, Wisconsin.

Elvira Kretch, '24, is now Staff Dietitian at U. S. Veterans's Hospital No. 65, St. Paul, Minnesota, where Harriet Warmington and Mildred Thom are also employed.

Mabel Lanzendorf is Cafeteria Manager of the Y. W. C. A., in Racine, Wisconsin.

Clair Kennedy, '22, and Constance Bohman, '18, are both dietitians at the U. S. Veterans Hospital, Oteen, N. C.

Leona Fredrickson, '23, is head dietitian at the tubercular sanitarium at Nopeming, Minnesota.

Leonora Neste, '23, is head dietitian at the tubercular sanitarium at Nopeming, Minnesota.

Kathleen Hughes, '23, is teaching cooking in the Cloquet, Minnesota, High School.

## Educational Features in Bank Work

\*\*\*\*\*

By Nellie W. Farnsworth, '05

**E**DUCATIONAL work is not confined entirely to the school room. In my present position as a Department Manager in the Northwestern National Bank of Minneapolis, there is ample opportunity for educational work in various lines.

There are twenty-five girls in my office who get out all the correspondence, statements, reports, stop payments, advices, etc. As we have over eighty men who give dictation, the correspondence alone is no small task. Having a centralized stenographic department, the problems of discipline are much the same as those of the school room, so I feel quite at home.

### School Experience Aids Work

The employment of the stenographers gives me an opportunity to make use of my experience in handling girls both in the school room and in dormitory work. Many of the personnel problems concerning the girls employed in other departments, as well as all first aid work, comes to me for attention.

Because of my Home Economics training and experience I have charge of the Cafeteria, where we feed our employees at noon. In a sense this educational work for the meals are planned with reference to the needs of people doing sedentary work. Our attendance averages 250 a day and we aim to furnish meals at cost. The Cafeteria is maintained for the convenience of our workers, so we are satisfied if we break even.

### Girls' Club Is Sponsored

Through our Girls' Club, which includes 156 women employees, we aim to strengthen the spirit of good fellowship, broaden the outlook upon life, develop initiative and train the girls to do team work, which will make them more efficient as business workers and fit them for community work later on.

We have a dinner meeting once a month, at which programs are furnished by outside talent, officers of our bank or by members of the club. One of our best programs consisted of a debate on the subject of "Choosing between the Home or a Career" by club members. The decision was in favor of the home.

The Christmas program was especially enjoyable, consisting of a review of Dickens' Christmas Carol, followed by Christmas songs and a tree.

### Club Has Many Activities

The club girls make the most attractive scrap books each year

that are distributed to the various childrens' homes and hospitals. Colored pictures are saved throughout the year and the girls vie with each other to see who can make the most artistic book. We have no difficulty in assigning the hundred books to be made; they are in great demand. The girls secure the cooperation of every member of the family and thus they catch the Christmas spirit.

One of our large department stores put on a style show for us in the bank lobby. Fall and Winter garments suitable for business women were shown. This proved educational as well as attractive.

This month we had our club dinner at another one of our department stores, where we served in the Tea Room and then personally conducted through their Model Home. The gentleman in charge gave us a most instructive talk on "House Furnishings and Interior Decorations."

#### Change From Profession To Business

While the change from the professional field to the business world was rather difficult, I feel sure that it has been an education in itself. It was quite a jolt to get out of the rut and adjust myself to entirely new conditions, but after all life is just a series of adjustments and to make new contacts and get a new point of view is quite as good as an elixir to renew one's energies.

After ten years as Director of Home Economics in the Valley City Normal School in North Dakota, I took a leave of absence to do my bit during the war. I was employed by the government to lecture on "Conservation" in Omaha. After nine months of intensive work I entered the service as Dietitian, being stationed at the Base Hospital, Camp Custer, Michigan.

After the war was over, I decided to leave the field of teaching, so took up Social Service work with Armour and Company at South St. Paul. There were 600 women here to look after and being largely foreigners it proved to be Americanization work and was most interesting. After two years there my present position was open to me.

One of my greatest pleasures is in keeping in touch with my girls with whom I worked both at Stout and in Valley City. At least once a year we have Friendships Roll Call.

In our Stout Club of the Twin Cities I find many old friends and pupils and one classmate who with me was graduated in the first class of Stout Institute.

\*\*\*\*\*

At the January meeting of the Minnesota Association of Hospitals of which Winifred Howard, '16, is President, two-thirds of the total number were Stout graduates. The association is doing very excellent work in all lines of dietetics. One of its interesting features is a Placement Bureau for all dietitians.

## A Teacher Turnover

\*\*\*\*\*

### A Candid Statement of Fact Made as Briefly as Possible

ON FRIDAY, February 18th, the annual basketball game between River Falls and Stout was to be played at River Falls. Arrangements were made for a sufficient number of busses to carry the crowd.

The committee in charge, in urging students to go, gave them to understand that the Stout students would be permitted to dance at River Falls after the game. The committee did not carry out the arrangements, and the students were not given permission to remain for the dance.

### Basket Ball Trip Is Beginning of Trouble

When the time came to leave Menomonie one of the busses contracted for failed to show up. It was necessary to get the crowd into the busses provided, which were wholly inadequate, and as they left town the chaperones in charge were not in a happy frame of mind. Certain unfortunate happenings on the trip, the late arrival of the busses in River Falls and the almost immediate departure for the return trip, did not add to the good feeling of the students.

As a result of these unfortunate circumstances the Stoutonia appeared with an editorial which could not be justified, and which could not be accounted for except that it was written several days too soon. Had the editor of the paper taken more time for reflection the article would never have appeared in the form in which it did appear. It was a serious arraignment of the chaperones, and indirectly, of the Director of Household Arts.

### H. E. Teachers Demand Apology

The Household Arts department felt called upon to unmistakably resent the editorial, and were prompted to demand an apology. To this end a communication was sent to the Stout Student Association, which association was supposed to be more or less responsible for the publication of the Stoutonia. In response to this communication a meeting of the student body was called on the day following the meeting of the Household Arts Department, and at that meeting the following resolution was read, and after rather calm deliberation was carried by a vote of 261 to 11:

"Resolved: That we acknowledge the responsibility assumed by the Stoutonia staff as involving our responsibility. In the light of this acknowledgement we wish to assure those seemingly offended by articles which have appeared in this week's issue of the Stoutonia and which have occasioned the issuance of resolutions by the faculty,

the contents of which have been presented, that no personal insult or offense was intended, the issue involving a principle we deem bigger than any personal feeling.

"Further: We resolve that while we, the student body, feel unable to express the extent of our keen disappointment occasioned by last minute revocation of our River Falls plans, we do not demand any apology from the faculty for their action.

"Further: We, the student body, believe that a policy of distrustful supervision is exceedingly harmful and therefore still insist upon the principle of sensible, kindly, big minded, cooperative government."

It will be noted that this resolution could hardly be construed as a suitable apology. In the light of the appeal made by the Household Arts Department this action came as a distinct disappointment, and Miss Kugel, Director of the Household Arts Department, felt called upon to tender her resignation, which, that afternoon, was placed upon the desk of the President.

#### President Nelson Called From Wedding Trip

It should be stated here that the President had left the city the night before, was married in St. Paul at one o' clock on Thursday, and was to have left for Winnipeg on the honeymoon trip that night. Upon his return from the wedding dinner he received a telegram advising him of the situation, and urging him to return to Stout. That evening, leaving Mrs. Nelson in St. Paul, he returned to Menomonie, and immediately was in conference with the staff of the Stoutonia.

Before midnight it was agreed that the Stoutonia should make what seemed to the President to be a reasonable apology for the article it had carried. The next morning, at his suggestion, this article was taken thru to Miss Kugel and presented to her. She expressed definite disappointment that the apology did not go farther, and left with the faculty adviser of the Stoutonia the impression that it could not be accepted.

#### Resignation of Miss Kugel Accepted

When the President was informed that Miss Kugel declined to accept the apology offered, knowing that the Stoutonia had gone as far as it could be expected to go, he promptly accepted the resignation of Miss Kugel because he realized that there was no other way out of a deadlock between the student body and the faculty of the Household Arts Department. There were, however, contributing causes which prompted this action of the President. The matter of leadership, agreeable relationships, loyalty, cooperation, vision, all had a part in deciding President Nelson that it would be wise to close this unhappy experience as soon as possible. Acceptance of the resignation presented the only solution.

Prompted by loyalty to Miss Kugel, built up thru years of contact

with her, sympathizing with her in these unfortunate circumstances, four teachers tendered their resignations. These were accepted promptly and became effective almost immediately.

#### Several Changes Will Be Made

Information has been received that possibly two or three other teachers, cooperating with Miss Kugel and the four teachers referred to, will retire at the end of the school year. Out of this difference of opinion between students and teachers, more or less indirectly, will come six or seven changes.

Because of certain impressions which have gone out from the institution it should be said that the Industrial Arts faculty have been one hundred per cent loyal in their support of the administration, and that the large majority of the teachers in the Household Arts faculty, as the issue changed somewhat, have also indicated their loyalty and support of the administration in the re-organization of their department.

#### Changes May Have Beneficial Results

This has been a critical experience at Stout. It is something new, it is true, but there never has been a time when, under similar circumstances anywhere, great loss has been sustained or great harm done, because of change.

For several years the enrollment in the Industrial Arts Department, with the exception of the present year, has gradually increased, while the enrollment in the Household Arts Department has as certainly decreased. It is possible that new conceptions of the responsibility in the Department of Household Arts may stimulate new ambitions, new courses, so that that department may once more take its place where, for many years, it stood at the head of the list of home economics schools in this country.

It may be that new teachers coming in with those who remain, may somehow influence the established school policies in the content of courses, and in the conception of social restrictions. It will be wholly possible that a new vision of the field of industrial arts and household arts education will make the alumni of this institution even prouder than before of their alma mater. We believe that this is possible. We believe that it will be accomplished.

\* \* \* \* \*

Ruth Reid, '22, was married Dec. 25, 1926 to Roy Churchill of Jonesboro, Arkansas.

Kate Cole, '18, who is now Mrs. George Wadsworth, lives in Regent Square. Her address is 1018 Milton St. Swissvale, Pennsylvania.

## Selling Home Economics to the Public in Georgia

by

Louise Whitehurst, Savannah, Georgia

BORN and reared in Georgia, I went to Stout Institute to receive my training, but it was to Georgia that I returned to teach Home Economics.

Upon my arrival in Savannah, I found that the public was not at all sold on the idea of Home Economics, and yet, I knew that if I was to meet with any measure of success at all, I must have the public with me. The first step that I took was to organize my department on the basis of meal planning, and to introduce nutrition into the course. The children were required to cook at home in family sized quantities, and also to keep individual nutrition cards which I procured from the University of Georgia without cost.

### Gospel Spread In Newspaper Feature

The second year I felt that I needed to sell Home Economics to the public at large, and it was with this idea in mind that I accepted a position with one of our local papers for a weekly article on cooking and nutrition. The column is called "Savannah Products and How to Use Them." This not only allowed me to personally meet and interview a representative of every food concern in Savannah, but I began to know women in our City, who had no contact with the schools. This winter, I have been teaching two classes in Vocational Home Economics, of which I had heard so much at Stout Institute. The women in these classes are taking a six months course, and will receive a certificate upon completion of their work. Through my adult classes, I hope to reach many people in Savannah, with whom I have so far no direct contact.

Last summer, the Board of Education conducted a normal school for teachers here in the City, and I was allowed to teach in it. My course was open to townspeople, and my work with these women has helped sell Home Economics in a way which I alone could have done.

This last year when I was made Secretary of our State Home Economics Association I wanted to decline because of the amount of work I had, but I felt that if Savannah had a State officer, the people might take more interest in Home Economics.

### Firm Belief In Work Makes Success

To sell Home Economics, you must first be sold on it yourself. At present, different concerns here ask for advice on Home Economics in regard to their business that have never thought of it before. If I have been able to sell Home Economics to Savannah people, it is

because I firmly believe in it and know you must show results in order to interest people. I also knew that I was the only Stout Graduate to ever teach in the Savannah School System, and I wanted to show people that Stout accomplished two things in Home Economics: know your subject and put it over.

Southern women, generally speaking, are not as interested in Home Economics as they should be, but they are waking up to the fact that you cannot expect colored help to do your work well, unless the mistress first can do it.

My final plea is to send more Stout trained people south. We need you and I believe that you can gain a great deal from us in return.

\*\*\*\*\*

## Recent Experiments in Individual Instruction at

### The Stout Institute

by Miss Letty E. Walsh

HOW many teachers of Foods realize that in a few years nectarines from India and super-cherries from Ecuador will be fruits commonly available in local markets? In the February issue of the Country Gentleman scientists in the department of agriculture describe in detail several such seeming miracles. In the fields of textiles, household equipment etc. equally rapid and radical changes are taking place. The old education prepared for present adult life and blandly assumed that the future would be like the present. Obviously now we must prepare for change.

To meet this need various forms of individualized instruction have been evolved in an honest effort to teach each child certain methods and attitudes of attack that would enable her to adapt herself to new situations. The development of favorable attitudes and whole-souled pupil participation are emphasized in the methods through which she learns. The new curriculum consists of experience; it uses subject matter but does not consist of subject matter. The goal of this new education is the development in each child of the desire and ability to continue growing.

### Several Modern Plans Tried

How can such individualized instruction be most effectively employed in Practical Arts Classes? During the first semester of this year three typical plans of individualized instruction were tried in the practice classes in Clothing, Mrs. Parkhurst's Dalton plan, Mr. Washburn's Winnetka plan, and Mr. Miller's Contract plan. Obviously the limitations of the ordinary public school program and the

# The Stout Institute Alumnus

*A publication issued quarterly by the  
Alumni Association of The Stout Institute*

---

Printed and Published at The Stout Institute Print Shop  
Entered as Second Class mail matter at the Post Office  
Menomonie, Wisconsin

---

This Alumni Bulletin will be sent to all members of the Stout Institute Alumni Association, every three months during the school year. Your association dues include your subscription.

---

APRIL, 1927

---

John Faville, Jr.	Managing Editor
C. W. Hague	Business Manager

## Associate Editors

B. E. Nelson, President of The Stout Institute  
C. A. Bowman, Director of Industrial Arts  
Alumni on The Stout Institute Faculty

## Board of Directors:

Roy Van Duzee, President  
Helen Diamond, Vice President  
Carl Gernetzky, Secy-Treas.

## Board of Directors:

Members at Large  
Leland Lamb  
Florence Quilling

## Presidents of the Local Clubs

Roy R. Van Duzee, 611 69th Avenue, West Allis  
Erick Keller, 709 Hazelwood Apt. 208, Detroit, Mich.  
Nellie Farnsworth, 2222 Nicollet, Minneapolis, Minn.  
Esther Stratmoen, 196 Belrose Ave. Fairfield, Ala.  
Grace Wright, People's Gas. Co., Chicago, Ill.  
Mrs. C. Stone, Menomonie, Wis.  
Shirley Engle, 1330 Marengo Ave., S. Pasadena, Cal.  
J. B. Barrett, 315 Sylvan Court, Flint, Mich.  
A. R. Graham, Madison, Wis.  
Mrs. George Hine, Kansas City, Mo.  
Amos Stetler, Los Angeles, California  
Paul Bell, Oklahoma City, Oklahoma

## Other Contributors This Issue

Louise Whitehurst	Eleanor Johnson
Flora Snowden	Pearl Bailey Lyons
Letty Walsh	

demands of the particular subject made necessary certain modifications in all these plans. In weekly conferences an attempt was made to check on the various successes and failures and to interpret these in terms of some general guiding principles. As soon as these had been rather definitely formulated, a modified form of the contract plan was evolved for use during the second semester in the public school classes in both Foods and Clothing. With the adoption of this one uniform plan the variables in the experiment can be more successfully controlled and the conclusions be more accurate and worth while.

With the assistance of Mr. C. A. Bowman, Director of the School of Industrial Arts, certain tentative observations have been formulated as the result of the use of this modified contract system. First of all, it is pretty generally agreed that the pupil performance in a subject, resulting in acquisition of knowledge and skills and contributing to the development of ideals, character, and social efficiency, is at its best when the result of challenge. Experience seems to indicate that even after pupils have been trained in the technique of individualized instruction it is almost impossible to state on paper what will really challenge without exchange of some opinions in a class discussion. What problem is more intriguing to the High School than the selection of a spring wardrobe? Yet note how sharply her interest is focused and open minded consideration is demanded by some group expression of widely diverging opinions on the artistic, economic, and hygienic values of various garments.

## Modified Contract System Used

Freedom in education for the pupil implies freedom in the choice of a method or specific means through which she learns: The High School girl may get help for her selection of a wardrobe from books, magazines, visits to stores, textile exhibits, etc. Freedom in the choice of subject matter content in kind, type and quantity is also implied but the experience of adults must be capitalized in the determination of the "self defense" necessities in minimums for the pupils. Considerable latitude in subject matter content is advisable above and beyond the required minimum. For instance in clothing construction the teacher must set up certain processes as a required minimum but some choice should be allowed in the garments on which these processes are to be used and additional credit offered for an amplification of the design, speed in subsequent similar performance, and the like.

In the determination of the minimums for the pupils the number, kinds and types of basic elements should be defined by the teacher, preferably in some form of graphic analysis. The things to be known and done (mental, manual or both) should be available thru some instructional device in the same degree for all pupils. The in-



formation sheets should cover the minimums required for everyone and in addition should be so written as to open up to the pupil new lines of thinking or doing. The process sheets, with the necessary illustrative material should be not only self instructive but self-appraising. This does not imply, however, the elimination of the demonstration in teaching technique and manipulation. The relation between these instructional devices and the performance to be participated in by the pupil should be very clearly understood by the pupil and specific provision should be made for bringing this about. In the clothing classes mimeographed assignment sheets are distributed and individual or group conferences are introduced as needed.

#### Minimums Carefully Established

Minimums should be thus stated in definite and specific goals substituting units of work for units of time. In clothing a unit of work may include selection or construction or both. Each unit should be extensive enough to demand of every pupil thoughtful planning of time and work, sustained interest and responsibility, and provision for the exercise of more than one type of ability. For example, in a unit on Batters and Doughs, as conceived by Miss Clara Boughton, supervisor of practice teaching in Foods, each pupil is permitted to plan her mode of procedure to suit her own limitations of skill, speed and ambition. She often finds that two problems may be worked out simultaneously with a saving of time and energy which may later be devoted to some related problem for which extra credit is given. These related problems may vary from the performance of experiments to demonstrate the action of a leavening agent to the writing of a short theme on "Shall the Baby Eat Pancakes for Breakfast?"

#### Pupils Encouraged by Rating Scale

To secure a passing rating each pupil must secure acceptable results in the minimums. Obviously there should be some objective method of determining what is acceptable. Complete, diagnostic tests are desirable. It seems most efficient to formulate these tests immediately after the preparation of the information sheet. Single and plural choice and the completion form are the types generally recommended. Judgment tests in clothing selection are helpful and graded models are frequently used in clothing construction.

The pupil may secure higher ratings than just passing through additional differentiated activities resulting in acceptable results. Here, too, tests are needed in the evaluation of these activities but so far the decisions have rested solely on the combined opinion of the

The range of these additional-credit activities includes:

The range of these additional-credit activities includes.

1. New combinations of basic processes, new constructions, assemblies, etc.

2. Investigation and acquisition in new related information in additional amounts, depths and appreciations.
3. Amplification of design, and
4. Increased speed in subsequent performance.

Pupils are encouraged to initiate worthwhile activities and, with no limit set, investigations of an amazingly satisfactory variety are worked out individually and shared with the class as a whole.

\* \* \* \* \*

## Five Thousand Miles of Scenery

By Miss B. Eleanor Johnson

**M**OTORING through the country from one beautiful spot to another is a delightful way to spend a vacation. We had decided on following the "Red and White"—the Custer Battlefield Highway — west, making our first stop in the Black Hills. The sunflower bordered roads of South Dakota stretch for miles with scarcely a turn and it was not long before we arrived at the State Game Lodge in the southern part of the Black Hills. It was a delightfully beautiful and interesting place. It was here that we got our first glimpse of mountain sheep and goats leaping from rock to rock in the hills near the lodge, and our first taste of mountain driving—winding roads and a steady climb for miles, when we drove to Sylvan Lake along the Needles Highway from which may be seen the majestic and stately rock formation called "Cathedral Spires." We spent several days at the quaint and unusual Latch String Inn, in the Northern part of the hills. This inn is very beautifully situated, about halfway up Spearfish Canyon at the little town of Savoy. The rock formation along the top of the sheer canyon walls resembles picturesque castles. The canyon extends practically the entire distance of forty-one miles between Deadwood and Spearfish.

Of course, no one misses a visit to the gold mine at Lead, and to the graves of "Wild Bill" and "Calamity Jane," at Deadwood, S. Dakota, and we were no exception.

#### Into Wyoming

We had our first view of snow-covered mountains just after leaving Clearmont, Wyoming. They were the Big Horn Mountains, over which we drove for hours, up and down a narrow, winding, mountain road to the head of Tensleep Canyon. This is even more beautiful than Spearfish Canyon, the descent is more abrupt, the walls more rugged and much more colorful.

The drive from Greybull, Wyoming, to Cody is astonishingly like the Arizona desert. There is nothing visible for miles but the narrow ribbon road, sage brush and an occasional arroyo. It was at Cody that we saw the first Yellowstone Park busses filled with tour-

ists, and we waited until the last one had departed before we started up Shoshone Canyon. This canyon is one of wonderfully rugged grandeur, and the river rushes and tumbles down its narrow gorge, just miles below the road. From the lake at the head of the canyon to the east entrance of Yellowstone Park, there is a succession of interesting rock pictures, the Palisades, the Holy City, Cathedral windows and innumerable others such as the Turtle, the Camel and the Duck.

### Yellowstone Park

Our first stop in the park was at Yellowstone Lake, a delightfully woody, cool place, with an interesting mountain range bordering the lake. It is after leaving the lake that you begin seeing the wonders of the park. Of all the geysers, "Old Faithful" appeals to me most. It is especially beautiful at night with the searchlight playing upon it. Other geysers have more interesting cone formations and some a very unique method of playing, but none compare with "Old Faithful" for sheer beauty. The multi-colored pools, the bubbling mud, and the numerous falls and cascades are all a source of wonder and enjoyment. Yellowstone and its canyons, however, are the climax. It is no wonder that one of the points from which the Falls and canyon may be viewed is called "Inspiration Point."

At the canyon, we left the loop and drove over Dunraven Pass to Tower Falls. The vastness and beauty of the panorama on this part of the drive is beyond description. We went on to a deserted mining town, Cook City, with its "U. B. Dammed Dance Hall" for the Grasshopper Glacier trip. This was a horseback trip of fourteen miles up the mountain to the camp several miles above the timber line. I have never seen flowers more exquisite in color, nor more varied in kind, than on that mountain trip. We stayed all night at the upper camp, sleeping in tents, and started out bright and early the next morning for the Glacier, which is unique in two ways. There are millions of prehistoric grasshoppers embedded in the ice and as you walk along through the snow you find your foot prints to be of a pinkish hue. When you rub the snow lightly with the foot, it looks exactly like raspberry ice. The guide told us that this was caused from what is known as the "Snow Fly." From here we went back into the park. At Mammoth Hot Springs, you see the terrace formations, the most beautiful of which is Angel Terrace. It has the most exquisite pastel coloring that you can imagine and is lovely in form. It is here, too, that you see the Devil's Kitchen and Kitchenette, and of course, no H. E. person would miss these.

### Glacier National Park

We left Yellowstone Park by way of the north entrance at Gardiner, and went north to Glacier National Park. The scenery here is quite different from that in Yellowstone. It is scenery of the

most rugged, vast, and impressive type, with snowcapped mountains of extreme ruggedness and height, glaciers nestled in the hollows of the mountains, and innumerable lakes of unbelievable charm. The lake St. Mary, with Going-to-the-Sun mountain in the background, is one of the most beautiful of the larger lakes, and the lake Josephine one of the loveliest of the smaller ones.

Our stay in Glacier Park was cut short by the forest fires which were then in their height in the western part of the park, and we saw none of that portion which is said to be of unsurpassed beauty.

Instead, we drove up into Canada to Banff, Lake Louise, Moraine Lake and the Valley of The Ten Peaks, and back to Livingston, Montana, by way of the Flat Head Lake region and Skalkaho Pass. There was scarcely a mile that was not interesting and I can strongly recommend it as a most pleasant vacation trip.

\* \* \* \* \*

## Vacationing in England

By Miss Flora Snowden

CROSSING England from Liverpool to London has been called the "customary bite" of foreign travel, but to an American on his first trip, it seemed a rich feast.

First of all we were eager to see the English countryside and found it charming, so green and restful and friendly. Nature has given the island a mild climate and much moisture so that the vegetation is always at its best. The fields are separated by green hedges with large trees at frequent intervals. All our common flowers grow larger and more beautiful there, and the humblest home has its bit of a flower garden where roses bloom on vines and rose trees more beautiful than we have ever seen. The houses are usually of stone and built low, roofed with thatch or slate, and have an air of comfort. It is the land of a home-loving-people.

### Chester

The tour took us to Chester where one can walk entirely around the old town on the Roman wall which is intact. \* The streets are so unlike our own that they seem to be unreal with their carved facades and each story jutting out a little beyond the one below.

### Kenilworth

At Kenilworth, the ruined castle still gripped us with its mutilated grandeur altho but a shell remains. It awakened pictures of the past, of lords and ladies, of Yuletide festivities with the long banqueting tables, the boar's head in a platter, the plum pudding aflame. We wondered in which of the garden nooks Queen Elizabeth surprised Amy Robsart.

Warwick Castle

Warwick Castle is in perfect preservation, a treasure house of old and beautiful things which are no longer a part of the life of today. We passed thru connecting rooms stretching for over three hundred feet, each filled with treasures of carving, painting, tapestry and the metallurgists' art. We had thought that Americans were rich and liberal spenders, but we realized that they do not remotely approach the luxury of the England of the Middle Ages.

Stratford

At Stratford, we entered a churchyard heavily shaded by trees. In the broad stone walk are numerous slabs inscribed for those who rest below. We entered a beautiful church and approached the chancel. Over the altar there is a beautiful stained glass window. A feeling of deep reverence came over one as tho the very walls about reflected some of it. Beyond the altar rail are the stones covering the graves of Shakespeare and his family.

Some distance back from the road there is a low, ancient, stone church surrounded by trees. The walk leading to it is broadened on each side by rose trees in full bloom with flowers so lovely we could scarcely turn from them. The "ewe tree's shade" has fallen for a thousand years across the Norman porch that forms the entrance. Of all the quaint, individual, beautiful little churches, this one of Grey's Elegy charms one most.

Windsor Castle

Solid and as enduring as a mountain of stone, Windsor Castle rises on a hill besides the Thames. Terrace rises above terrace, and a small town might be housed within its walls. It is a castle and fortress and a little world within itself. There is a beautiful chapel where kings lie buried and the state apartments of royalty overwhelm common folks with their traces of the reigns of kings for several hundred years.

It is easy and pleasant and cheap to travel in England. The English are great walkers, and bicycling is a popular mode of travel. Villages are close together and in each, food and shelter may easily be obtained at moderate prices. For a few hundred dollars one might spend an entire summer in the British Isles and receive greater benefit than from a year at any university.

\*\*\*\*\*

The conference of Vocational Directors called by the state department at Madison recently was attended by Mr. C. A. Bowman and Mr. F. L. Curran. They, with Miss Mutz, Mr. Brown, and Mr. Tustison, also attended the Western Arts meeting in Milwaukee.

California Alumni Meet

A MEETING of the alumni of the Stout Institute was held in conjunction with the Los Angeles City Teachers Institute and Southern California Teachers Institute, December 20, 1926. About eighty members of the alumni gathered at luncheon on the above date for the purpose of reuniting old acquaintances and promoting the welfare of Stout Institute and its graduates. It was a new experience to find, when the meeting had been called, that the Stout Institute group was assembled with the men in the majority.

The meeting was in charge of Mr. Amos Stetler, a graduate of the class of 1906. Mr. Stetler, in his charming manner, introduced the individuals whose names appear on the accompanying list, responding with a brief history of their experiences since leaving Stout. It was interesting to know that in every case there had been a definite trend upward in the work that the individuals were doing and a general feeling of satisfaction was expressed with the foundation that our alma mater has provided for professional growth.

There was expressed a general feeling that vocational education in the west, while making rapid strides, was still lacking in a definite statement of objectives and organization of instructional material. Stout Institute graduates pledged themselves to promote throughout this section, better teaching methods and new teaching devices, together with more definite courses of study or training programs.

A promising organization of Southern California alumni was perfected. Mr. Stetler was elected President, Mr. H. A. Campion, Principal of the Frank Wiggins Trade School, Vice President, and Mr. P. M. Krogstad of Huntington Park High School, Secretary. Mr. J. A. Nelson of Manual Arts High School of Los Angeles was elected Sergeant at Arms.

Plans are under way for the participation of this group in the American Vocational Association convention which will be held in Los Angeles in December, 1927. It will be the aim of the alumni group to gather together all former Stout Institute students and faculty for the big meeting during the convention.

\*\*\*\*\*

Oklahoma Has New Club

THROUGH the efforts of Mrs. Ora Bell Burchfiel the Alumni and former students of Stout Institute now residing in Oklahoma met for luncheon on February 12, 1927.

Those present decided to organize and meet annually during the Oklahoma Educational Association Convention. Mr. Paul Bell of Oklahoma City was elected President; Miss Flora Wild of Oklahoma City, Secretary.

Others present were Mrs. Burchfield of Oklahoma City, Miss Helen Hamill, University of Oklahoma, Norman; Lyle J. Dewey, Ponca City; Herbert Detjen, Bartesville; J. B. Greene, R. M. Fauhl, Claude Keenan, Frank E. Mc Kee, and R. C. Browe, all of Oklahoma City.

Every Junior and Senior High School in Oklahoma City has at least one and in some cases two or three former students of Stout Institute on its teaching staff.

\* \* \* \* \*

EACH ALUMNI CLUB SECRETARY should make a point to notify the managing editor of the Alumnus of all meetings, making the notification in the form of a brief summary of the interesting happenings at the meeting.

\* \* \* \* \*

## Madison Organizes a Local

By A. R. Graham

AT THE annual Stout Banquet in Milwaukee last November, the writer promised National President, Roy Van Duzee, and Mr. Bowman that he would do all in his power to get a branch of the Stout Alumni Association organized in Madison. Some of us were aware of the fact that there were a number of Stout grads teaching in both Madison Vocational and City Schools, and we thought it would be a nice thing to get together and become better acquainted with one another. Accordingly Mr. T. A. Hippaka, Supervisor of Manual Training in the public Schools, Miss Loretta Reilly, Supervisor of Home Economics, Miss Anna Mueller, Home Economics teacher in the Madison Vocational School and Mr. A. R. Graham, Director of the Madison Vocational School, acting as an organizing committee, decided to call together all Stout Graduates who are living in the City of Madison.

The first meeting was called for March 31st in the Vocational School Cafeteria. The notices which were sent out announced this organization meeting and also the fact that President Nelson of The Stout Institute and Mr. Roy Van Duzee, Supervisor of Manual Arts, West Allis, and National President, were listed as speakers on the program. Mr. A. R. Graham was chairman of the meeting: When we were ready to take our places at the banquet table there were 28 people assembled. Under the direction of Miss Alice Earle, an excellent dinner was prepared.

President Nelson gave a very interesting talk on the work which was being done at The Stout Institute and the condition of enrollment and the calls which were coming in for Stout graduates from all over the country and the value of an Alumni Association to our old Alma Mater and to ourselves as alumni. Mr. Van Duzee told us of the steps that must be taken in organizing a branch of the Stout

Alumni Association.

Mr. T. A. Hippaka was appointed temporary Secretary. A committee was appointed consisting of O. I. Dhien, Loretta Reilly, Conrad Bechtold, Anna Mueller and T. A. Hippaka to formulate plans and to act as a committee on nominations. This committee has held several meetings, and we are holding our initial organization meeting on April 12th.

The following were in attendance at the meeting: Irma Rice Stoll, G. J. Nickel, Mrs. G. J. Nickel, Mr. and Mrs. L. C. Stewart, Mrs. O. B. Lovell, O. I. Dhien, I. S. Fuller, Alice Earle, Wayne Hepola, Conrad Bechtold, T. A. Hippaka, Mrs. Mable Cornish Krebs; Loretta Reilly, Henry Schulze, Mrs. Paul Graven, Anna Mueller, A. R. Graham, Roy Van Duzee.

In addition to these, Harvey Bergner and E. E. Gunn, who live in the city, are eligible to become members of the Association.

President Nelson told us that the Twin City Association took him up on a proposition by which he promised them that he would set up the meal if they would attend the Homecoming Game en masse last fall, which they did, and he had to stand for the meal. The Madison Alumni asked President Nelson if he would make the same offer if we should attend the annual commencement program and he indicated he would. We are now making plans to be up for commencement.

\* \* \* \* \*

## Fine Meeting at Twin Cities

THE STOUT Club of the Twin Cities had their first meeting for 1927 at the Green Dragon Tea Room in Minneapolis, Minnesota, on the evening of March eighth.

Dinner was served at seven o'clock at which fifty-two members were present.

Mrs. Nellie Farnsworth, president of the club, presided during the evening. Mr. Burton E. Nelson, president of Stout Institute, was the honor guest of the evening and made the principal address.

This was Mr. Nelson's first visit to the Twin City Club and for this reason the meeting was especially well attended, members taking advantage of the opportunity of meeting him.

His address aroused much enthusiasm, Mr. Nelson being forced to continue speaking long after he first wished to conclude his remarks.

He spoke very earnestly about the future of Stout Institute, its aims and policies, its high relation to other schools of like vocation, and of the high standards set by its graduates in the field.

He read letters from superintendents of a number of cities in which they spoke highly of the standards and work being done by Stout Institute graduates in their school systems.

This created much interest and was the occasion for considerable

applause from the Twin City members who take great pride in their school and its success.

Following Mr. Nelson's address, Mr. George Brace, Supervisor of Manual Arts in the St. Paul schools, and at one time a member of the faculty of the Stout Institute, gave a few reminiscences and expressed his pleasure in having the Manual Arts department members join with the Household Arts members in forming the Twin City Stout Club.

Although the charter as originally drawn up for the Club had included both departments, this was the first time that any of the men had attended a meeting. There were twelve men present at this meeting.

One of the features of the meeting was the singing of two new songs written by Miss Nellie Farnsworth, dedicated to Stout Institute.

Color scheme for the dinner was yellow and green, with yellow candles and jonquils on the different tables:

Arrangements for the meeting and dinner were made by Pearl Bailey Lyons who was hostess for the evening.

Arrangements were made for the next meeting for Saturday, May 14, to be held in the nature of a homecoming. Members of the Twin City Club will journey by auto to Menomonie and spend the day at Stout Institute. They will leave early Saturday morning and return that evening.

All arrangements are being made by Mr. Patrick of Minneapolis, who will announce details later.

The officers of the Twin City Club are as follows: Miss Nellie Farnsworth, Minneapolis, President; Miss Grace Moreland, St. Paul, Vice President; Miss Mildred Thom, St. Paul, Sec. and Treasurer.

\*\*\*\*\*

### Group Meets in Kansas City

Mrs. George Hine of Kansas City, Mo., class of 1905 and a sister of Miss Hattie Dahlberg, who is on the Stout Institute Faculty, was instrumental in getting the Stout graduates of Kansas City together at her home recently. Though not very large, the group made plans for two meetings a year, one to be held in the fall when it would be possible for them to get the new Stout people coming into the schools interested, and another later in the year. Those there were:

Miss Anna Hussey, with Board of Education, Library Bldg. Mrs. James Hutto Friedenbergh, Mgr. of the Cafeteria for National Cloak and Suit Co. Home address 126 E. 65th St. Terrace. Mr: Moe, Westport Junior High School, 39th and Hyde Park. Mr. Smith, Lathrop Trade School, 13th and Central. Mr. Billack, Milton Moore School, 31st and Elmwood. Mr. Doyle, Northeast High School, N. W. Independence and Brighton.

## Editorial Comment - Campus News

\*\*\*\*\*

WE ARE SORRY that the volume of material available for this issue necessitates the use of small type for all articles. We sacrificed attractiveness believing you would rather have the variety of material. As a matter of fact, the Stout Print Shop, which is bearing the publishing burden of this magazine, is not equipped for fancy book work, so it has not been the aim to compete in make-up with commercial papers. Even so, Mr. Hague hopes to have some book type next year, which—coupled with the cooperative plan for upperclass students in the print shop—should mean more finished work on all projects. Meanwhile, compare your Alumnus with others in the matter of content only!

'T WAS A SAD BASKETBALL SEASON. Only two games won, but only one lost by a margin greater than three baskets, so every one was worth seeing, and the much discussed school spirit was all that anyone could desire. The writer was one of the chaperons on the now famous River Falls trip and has never seen greater school loyalty—and that despite the disappointments of the excursion. Student money sent the band—and that in the middle of a losing season. Enthusiasm was not artificial; deportment was excellent. All home games were supported. The team was good, but not quite as good as its opponent in most of the games. You who return this summer should talk about the athletic situation here. Until such time when athletics again assume their normal place in the college program, a reorganization seems to be needed at Stout, for the school is handicapped rather seriously as things now are.

Because most of our rivals have abandoned base ball, Stout has also replaced the formal spring sport with an intra-mural kitten-ball league. Eight teams are battling for campus supremacy. Sixty men, instead of a dozen, are getting the training and the thrill of competition. The change seems to us a wise one.

ONLY ONE PROM — but a real one — is the program this year. Dancing until one o'clock to an excellent Twin Cities orchestra on May 6th is going to make the event seem more worth while. Social functions have completely petered out this year; why—no one knows. The S. S. A. has given up the ghost, for even the prepaid dances provided by the S. S. A. ticket fail to draw twenty-five couples. A well attended dancing class, ably conducted by Miss Balerud, gymnasium instructor, has failed to help much. Much better music does not do the trick. Fusser's clubs help only temporarily. You who remember the struggle there has been in the past for available dates for your organization party should be here to help yourself to the

calendar this year.

The cleverest and most entertaining Men's Glee Club program for several seasons was presented this spring. That, at least, was the consensus of opinion. Mr. Good had less to work with and used good judgment in producing features and novelties rather than a heavy program.

Another series of treats this year has been provided by the MANUAL ARTS PLAYERS under the direction of Miss Bass. The last production, "Icebound," was a characterization worthy of professionals. Makeups and stage business showed the results of hard work and excellent direction.

As a matter of fact, everything is thriving at Stout despite the lessened attendance caused by the four-year rule. Instructors who have been here several years say that the past month has seen the most harmonious general procedure they can remember. The writer is enjoying the best freshman history class in his experience, which seems to be the experience of most of the instructors who have the freshmen. The abolishment of the old 7:30 curfew law has not helped the weak ones, probably, but has had a desired effect in spotting initiative and, we believe, has done much more good than harm. In fact, we feel certain that the changes and advancements in many ways, coming after a rather hectic winter here, will please the vast majority of Stout alumni.

Mr. A. G. Brown of the faculty and Mr. R. A. Mc Gee, formerly of the Stout faculty and now on the University of Minnesota staff, are the latest to publish a text book. Theirs is "Instructional Units in Wood Finishing."

President Nelson has conducted a building and improvement program here that is worthy of everyone's notice. A summary of the physical improvements at Stout, some of which are now being carried out, will be a feature of a later issue of the Alumnus.

Everyone's attention is called to the "Missing List" of alumni names included in this issue. Surely you must know the whereabouts of at least one or two of those runaways!

#### THIS IS THE ISSUE FEATURING THE CLASS OF 1905.

\*\*\*\*\*

E. J. Huntemer, '10, has just been granted a leave of absence for the summer and will tour the western part of the country and attend the special summer school at the University of Southern California, taking special work in architecture.

### Class News Notes

#### 1905 Roll Call

Miss Hattie Dahlberg, with the assistance of Mrs. George Hine, has succeeded in reaching about one-half of the class of 1905. This has been done by personal letter. The following people were on her list:

Pearl Bailey — Mrs. Lyons, 44 Arthur Avenue, S. E. Minneapolis, Minn. Louise Christianson, Menomonie Wisconsin. Jessie Clark (Mrs. Keifer) no address. Florence Daggett (Mrs. C. B. Mc Coy) letter returned from California. Edith Dahlberg (Mrs. George S. Hine) 4014 Troost Avenue, Kansas City, Mo. Hattie Dahlberg, Menomonie, Wis. Mabel Dickinson, no address. Nellie Farnsworth, 2222 Nicollet Avenue, Minneapolis, Minn. Lou Galloway, Hard River, Oregon. May Hanson, Birmingham, Ala. Ruth Keller (Mrs. Schofield). Margaret Johnston, State Vocational Dept. Madison, Wisconsin. Madge Leare (Mrs. Guy M. Johnson) 158 So. Oxford Avenue, Los Angeles, California.

Mabel Adams — Capitol Cafe, Capitol, Madison, Wis.

Louise Christianson — Menomonie, Wis.

Janet Steendahl — Los Altos, California

Mrs. Albert Whitmore Kendall, formerly Martha Meikeljohn, of 122 Sherman St. Rockford, Ill., has a sixteen-year old daughter, who is graduating from Rockford High School in June.

Miss Nellie Farnsworth, whose article "Educational Features in Bank Work" appears in this number, is with the Northwestern National Bank, 411 Marquette Ave. Minneapolis, Minn.

Professor Wilhelmina Spohr, of Teacher's College, formerly an instructor in Stout Institute, and Mrs. Herr spent the week-end of December 9th visiting the College of Home Economics at Cornell University. Miss Spohr was initiated into the society of Omicron Nu.

Miss Mabel Dickenson of the class of 1905 writes that she is still in Fond du Lac, Wisconsin, at 132 East Second St.

Sara Tudhope Suttle, 2341 Ellsworth, Berkeley, Cal., Class of 1905, who is the mother of four children, the first of whom was born Feb. 2, 1907, sends greetings to all of her Stout Institute friends, and especially the older sisters of them all — the class of 1905.

#### Class of 1917

Ellyn Tibbetts Hewitt, '17, January graduate, writes that her daughter Betty, who is five years old, will start to Kindergarten after Christmas. She lives in Edgewood, a suburb of Pittsburgh, Pennsylvania.

Beulah Monk Josephson, June '17, has lived in Menomonie since her marriage. This past year, she has been President of the Legion

Auxiliary. Her daughter, Mina Lou, started school this fall.

Mrs. Lewis H. Heaton, Jr: (Florence Rockwell) '17, was married in 1923. Her address is Marcus, Iowa. She writes that Bobbie, her two and a half year old son, keeps her busy answering questions.

\* \* \* \* \*

### New Stout Songs

Both Miss Hylland and Miss Hambley are freshmen girls who have worked in the Girl's Glee Club this year, and have been very active in the musical work of the school. Miss Hambley has done solo work, and Miss Hylland has acted as accompanist for many of the student programs at assemblies, and is the accompanist for the Girls' Glee Club. Much credit is due both these young ladies for their interest and effort in such a worth-while project. We quote below the words of the song they composed, and are sure that the alumni, as well as the student body, will be interested in it. The other songs are the ones referred to elsewhere, written by Miss Farnsworth of Minneapolis.

#### OUR ALMA MATER

Music by Miss Hylland. Words by Miss Hylland and Jane Hambley.

On the banks of Lake Menomin,  
Stands our Alma Mater, true,  
With tower high and brilliant "S,"  
For her, we'll dare and do;  
We'll sing her praises many,  
We'll glorify her name,  
And on throughout the years of time,  
Our love for Stout, proclaim.

#### Tune — "Tipperary"

It's a good time to get acquainted,  
It's a good time to know  
All the new ones, all the old ones,  
Who did Stout some years ago,  
So speak to your neighbor  
There must be no strangers here  
If we all join hands and pull together  
We'll grow Stout—er year by year.

#### Tune — "There's a Long, Long Trail"

To dear Stout, our Alma Mater  
We all feel a friendship true  
So we meet again together  
Our allegiance to renew,  
And to pledge our help most loyal  
Every effort we can give  
We will use to pull for our old school  
So the fame of Stout may live.

Arranged by Nellie W. Farnsworth

# The Stout Institute Alumnus Supplement

---

Volume II

---

APRIL, 1927

---

Number 2

---

## Help! Help!

WHO knows anything about any of the following? Miss Mina Irish, who has worked long and hard on the alumni list, is unable to get mail to these people, and we believe you should know the whereabouts of some of them. Be sure to tell us also if you know of anyone who is not receiving an Alumnus. Write to Miss Irish or Mr. Faville. We shall greatly appreciate your aid.

Achtenhagen, Oscar F.	Leland, Simeon J.
Anderson, Abraham A.	Lindley, Fred M.
Anderson, Carl J.	Mc Neel, Raymond J.
Appleton, Harold Stanley	Mathews, Williard
Barber, Ellery	Maxwell, John J.
Beckman, Frank H.	Mereen, Donald
Best, Louis F.	Miller, O. M.
Blackmun, J.	Minis, John R.
Bonell, Grant K.	Moe, Chas. E.
Cox, Sam. J.	Mulder, Henry
Dawson, John A.	Nelson, Harvey T.
De Wolf, Leslie	Nickel, Fred. W.
Dunkel, Marion M.	Oltman, Clyde
Enge, John Jacob	Oquist, Peter
Farr, Raymond B.	Ostertag, Harry
Flanders, Fred A.	Raeth, Adolph G.
Flynn, Wesley B.	Rider, John M.
Fogelberg, Burnett	Schellschmidt, Eldon
France, Frank	Shields, Robert
Frazier, Cecil A.	Steendahl, John O.
Gregerson, James T.	Steinke, Fred. A.
Grubert, Henry O.	Tubbs, Clarence
Hasse, Otto	Ward, Edmund J.
Hillix, Foster F.	Werrell, Wm. A.
Kaplan, Harry	Wheeler, Otis O.
Klampe, Carl H.	Wiley, Glenn D.
Krebs, Albert T.	Winchell, Paul Edward
Larsen, Ernest	Zillman, Harold A.

Abbanat, Josephine (Mrs. Harry K. Robinson)  
 Aitkens, Edith C. Mrs. A. G. Tuberg)  
 Ames, Maye S. (Mrs. Poling)  
 Asher, Mildred (Mrs. Carrol Nelson)  
 Archibald, Esther  
 Anderson, Katherine  
 Bagley, Clara (Mrs. Gerald Blevens)  
 Baldwin, Dorothy  
 Bailey, Mrs. Lyla  
 Banks, Madge  
 Barclay, Gladys (Mrs. Sheldon Blair)  
 Barto, Hazel  
 Beach, Daisy (Mrs. J. B. Wilson)  
 Behnke, Bertha  
 Bemis, Edith R. (Mrs. F. Potts)  
 Bennet, Floi  
 Bergeman, Laura V. (Mrs. B. F. Briggs)  
 Berry, Hazel  
 Black, Julia  
 Blackburn, Anne (Mrs. Nourse)  
 Billings, Myrtle R. (Mrs. Mc Donald)  
 Blaisdell, Eula (Mrs. Harold Webster)  
 Blancher, Ethel  
 Braxton, Florence V. (Mrs. Ed. Tipping)  
 Brown, Ruth J. (Mrs. J. Prisk)  
 Brunner, Gertrude  
 Bryan, Elizabeth  
 Carroll, Glenella F.  
 Carson, Ada S. (Mrs. H. Steel)  
 Cass, Ilda (Mrs. I. A. White)  
 Cesander, Amy L. (Mrs. A. G. Swanson)  
 Chase, Alice  
 Chenoweth, Julia  
 Chesley, Hazel (Mrs. L. Gisele)  
 Christianson, Marie  
 Clark, Jessie  
 Corliss, F. Marguerite  
 Corliss, Sadie  
 Creager, Catherine M.  
 Cunningham, Helen (Mrs. L. J. Merlo)  
 Currey, Wylmath  
 Daggett, Florence  
 Dayton, Lucy Ruth  
 De Golyer, Charlotte D. (Mrs. A. P. Hamilton)  
 Dehler, Marie L.  
 Denham, Jennie M. (Mrs. Terhune)  
 Devereux, Mildred D.  
 Dickinson, Dorothy  
 Dodson, Elizabeth (Mrs. R. Newman)  
 Downer, Flora M.  
 Duensing, Gertrude (Mrs. Milligan)  
 Durbin, Frances  
 Dyar, Ruth I.  
 Emerson, Ruth  
 Eng, Laura J. (Mrs. D. K. Merrien)  
 Engelmann, Elizabeth  
 Erickson, Mahala B.  
 Ewoldt, Alma (Mrs. Olson)  
 Fagan, Irma (Mrs. L. Scheafer)  
 Fancher, Loretta  
 Fenton, Cleo C. (Mrs. Nichols)  
 Fink, Gladys M.  
 Fitch, E. Marcia  
 Fitzgerald, Loretta (Mrs. Wilson)  
 Foote, Myra L.  
 Foster, Adele (Mrs. Ingals)  
 Franklin, Murrel (Mrs. Acroyd)  
 Frederickson, Leona C.  
 Fricke, Jessie  
 Froelich, Norma (Mrs. Robt. Holmes)  
 Fruick, Lila M.  
 Fulton, Elizabeth  
 Furgason, Muriel  
 Fytpaa, Eleanor  
 Gallagher, Margaret (Mrs. J. R. Roane)

Gerritt, Harriet Ina  
 Gesell, Grace (Mrs. Fred. Dickens)  
 Glanville, Maude  
 Gold, Isabel  
 Godberg, Sara (Mrs. Richard Sachs)  
 Goodman, Marjorie  
 Gorby, Elva  
 Graham, Sada (Mrs. C. J. Harbaugh)  
 Groll, Elsie  
 Grover, Clarion B. (Mrs. Lindas)  
 Grube, Lilly  
 Hall, Pearl M.  
 Hannan, Mary  
 Hansen, Agnes (Mrs. Hans Ertz)  
 Harris, Mabel  
 Hartman, Sadie  
 Healy, Etta Belle (Mrs. Beadwell)  
 Heinen, Agnes  
 Hellberg, Elsie (Mrs. C. E. Gannon)  
 Hewlett, Letitia V. (Mrs. Corn-ing)  
 Hodge, Ethel  
 Horton, Mabel (Mrs. Lynn Odell)  
 Hoyum, Anna (Mrs. Horan)  
 Hust, Lucile (Mrs. Harold Sverdrup)  
 Hull, Isabelle M.  
 Hunt, Persis  
 Ingelse, Etta N.  
 Irwin, Ethel (Mrs. Robt. Smalley)  
 Jensen, Mrs. Pearl  
 Johnson, Ernestine  
 Jones, Catherine  
 Jones, Marion  
 Jones, Mabel  
 Kermott, Helen K. (Mrs. W. Penfield)  
 Kirkland, Ruth (Mrs. B. Minor)  
 Lanning, Cora (Mrs. J. Hembre)  
 Lantz, Helen C. (Mrs. Peterson)  
 Levin, Esther F.  
 Libby, Ruth (Mrs. Alfred Croxford)  
 Londov, Pearl  
 Looney, Ethel Minnie  
 Lowater, Nina (Mrs. W. Grogan)  
 Lowrey, Madge  
 Mac Neill, Julia M.  
 Mc Carthy, Agnes (Mrs. Godfrey Eyler)  
 Mc Kenzie, Kate  
 Mc Keon, Marie (Mrs. D. Lucas)  
 Mc Kittrick, Mayme  
 Mc Mahon, Mrs. Alma W.  
 Maland, Mabel (Mrs. James W. Maland)  
 Manly, Vera  
 Mansur, Morgia  
 Marsh, Clarabelle (Mrs. Miller)  
 Martin, Ramona (Mrs. Glenn Morgan)  
 Marvick, Laurentia  
 Miller, Winifred (Mrs. E. Centy)  
 Moe, Jennie J. (Mrs. E. Chattiss)  
 Moran, Josephine  
 Morterud, Caroline (Mrs. Goodwin Helseth)  
 Mowatt, Lily Blanche  
 Moyle, Lydia  
 Mumm, Bertha  
 Neilson, Letta (Mrs. Fay Farnsworth)  
 Newhouse, Geneva C. (Mrs. John Dalgren)  
 Nissen, Mary J. (Mrs. T. Burring-ton)  
 Noyes, Ethelyn, (Mrs. Vergowe)  
 Oliver, Frances M. (Mrs. Power)  
 Olsen, Ethel Laura (Mrs. S. Mc Lellan)  
 Olson, Fannie (Mrs. M. Tuttle)  
 Orr, Margaret  
 Payne, Adelaide  
 Payne, Madge (Mrs. Davis)  
 Peacock, Esther M.  
 Pearce, Bertha (Mrs. H. Hutchin-son)  
 Pendergast, Susie M. (Mrs. Earl Webb)



Perrier, Isabelle	Stanburry, Martha (Mrs. L. Math-
Peters, Marguerite Vogt	er)
Peterson, Eda A. (Mrs. Austin	St. John, Inez Elizabeth (Mrs. C.
Schonweiler)	Jennings)
Post, Nellie I.	Stone, Mabel G.
Poynter, Fannie (Mrs. W. Bishop	Strechenbach, Louise
Pr. scott, Gertrude A.	Stutzman, Leona (Mrs. J. Horn)
Prince, Evelyn (Mrs. Williams)	Swan, Edith S. (Mrs. Miner)
Ramharter, Sylvia E. (Mrs. Has-	Taylor, Marie L.
kell)	Tellett, Pansy
Reid, Mary Todd (Mrs. J. Clark)	Thompson, Elma O.
Reynolds, Marie	Thorsen, Ruth (Mrs. Peter Oquist)
Richards, Eva (Mrs. E. Young)	Thuerer, Jessie (Mrs. L. Schee)
Ristow, Lillian L. (Mrs. B. E.	Trestrail, Marjorie
Hovind)	Ulrich, Katherine E.
Rohrer, Martha (Mrs. H. Leslie)	Vantrot, Charlotte C. (Mrs. Wm.
Rogers, Virginia (Mrs. Chas. M.	O'Neil)
Culver)	Vetter, Helen (Mrs. Chas Schultz)
Rollins, Marion (Mrs. Harold Zil-	Ward, Gladys (Mrs. Moyer)
man)	Watkins, Lucile (Mrs. G. Kaiser)
Ross, Alta	Weddel, Marie
Schild, Alice (Mrs. H. Hamlin)	Wedge, Ruth (Mrs. Lange)
Schichter, Margaret	Wegner, Irene
Schmidt, Ruth	White, Fern S.
Seaman, Hortense	Wells, Allis R.
Servis, Mrs. Isabel	Williams, Carol (Mrs. M. Philleo)
Shea, Mary Eva	Williams, Leah (Mrs. A. Little)
Shell.nburger, Rita	Winter, Fern
Simpson, Jean	Wirth, Lillian M.
Sloss, Avis (Mrs. W. Behrend)	Wold, Esther (Mrs. E. Chester)
Smith, Eva (Mrs. Thomas)	Wolfe, Helen S. Mrs. Mac Kenzie)
Smith, Helen Hale (Mrs. Herbert	Works, Clarasia M. (Mrs. Powell)
Tucker)	Works, Mildred
Smith, Maude L. (Mrs. W. Lam-	Wyatt, Ehtel V.
son)	Young, Edith Cole
Sneen, mabel (Mrs. Leslie Hines)	Zerr, Harriet
Spengler, Luella (Mrs. W. Fried-	Young, Helen M. (Mrs. Rusman)
land)	Ziegler, Irma H. (Mrs. Berry)



## New Trends at Stout

\*\*\*\*\*

### Mr. Bowman Outlines Future Plans in Assembly Talk

Alumni will be interested to note the proposed changes and evidences of progress in various phases of activity at Stout since its advancement to a four-year basis. These were recently outlined by Director C. A. Bowman in an assembly talk.

#### Summer Enrollment Is Greater

Touching first upon the coming summer session, he noted the fact that the present enrollment considerably exceeds that of last year, despite the fact that it began a month later than usual. Many students are shortening their college term by utilizing the nine weeks' session and the two and three year graduates are returning with more regularity every summer, according to enrollment data.

#### Academic Minors To Be Possible

Expansion in various departments was noted. Academic minors will be available by the time the present underclassmen reach their junior year, as new professional and social science courses are being added. Freshmen professional orientation will be furthered next year, and tests which will tend to make each freshman more of a "known commodity" before he selects his courses, will be given before he has wasted his time in various futile projects.

#### Honor Point System Is New Plan

Instead of the old excuse for absence system, an honor point plan will be adopted. The student will not only be required to complete a specified number of semester hours, but must also have a certain number of grade points, determined by the average grades received. Also, these grade points will be affected by unexcused absences, putting the burden of responsibility entirely upon the student. This is in keeping with the late extension of night hours, and also in step with the great majority of colleges thruout the country.

#### Upper Classes Steadily Enlarged

Mr. Bowman estimates that in three years the number of four year graduates will equal the number who left under the old two-year system each year. At present, calls to positions are still taking three-year students, but the trend is so definitely against this practice thruout the country as to make a definite future estimate possible.

This year the calls for teachers exceeds that of last year. The gratifying thing for Stout is that each year this college is sending better men and women into the field, and is also increasing its prestige by the increasing number of former two and three year graduates who are bringing themselves up to date and nearer to a college degree by summer work at their Alma Mater.

# Stout Institute Summer Session 1927

June 20th to August 19th

\* \* \* \* \*

Excellent choices of courses in:

Vocational and Part -Time Education Group

Academic and Science Group

Industrial Arts Group

Household Arts Group

\* \* \* \* \*

An opportunity to complete one-fourth of a year's work.....  
Many recreational facilities. Low living costs. In addition to other dormitory facilities Lynwood Hall is reserved for married men and their wives in the Summer Session.

\* \* \* \* \*

The Stout Institute Summer Session has been attended by a steadily increasing number of teachers desiring to prepare themselves for meeting the new requirements in Bachelor's Degree requirements and newer phases of industrial and household arts work.

\* \* \* \* \*

The advance enrollment for the 1927 Summer Session has set a new record in numbers. Advance enrollment is advisable to insure a place in courses desired. Bulletin and enrollment card sent upon request. Inquiries to:

DIRECTOR, SUMMER SESSION  
THE STOUT INSTITUTE  
MENOMONIE, WISCONSIN